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ABSTRACT

Presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971), the paper concerns special education in the Philippines. A brief review of the educational system on the island is provided and the educational system presently in operation for handicapped children and youth is described. Laws, policies, regulations and administration of services presently in existence for the handicapped are covered. The financial structure of the programs, curriculum, qualifications and training programs, services and facilities, rehabilitation programs, assessment of existing programs, and a look at future plans are considered. (CD)

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A REPORT ON SPECIAL EDUCATION IN THE PHILIPPINES

GENERAL BACKGROUND OF THE COUNTRY

Topography

Off the coast of Asia, a little above the equator is a group of islands stretching about a thousand miles north to south known to the world as the Philippines. This archipelago has about 7,083 islands and islets more than half of which have no names.

With a total land area of 114,830 sq. miles, the Philippines is a little larger than Great Britain and Ireland, but a little smaller than Japan or Spain. North of the Philippines is Taiwan and northwest is the China Sea. To the east is the Pacific Ocean and to the south is the Celebes Sea and the waters of Borneo.

Like any archipelago, the Philippines is of volcanic origin and is dotted by volcanoes most of which are dormant. The most famous of the volcanoes is Mayon Volcano which is noted for its near perfect cone shape. Earthquakes have rocked the Philippines, being within the seismic belt of the Pacific area. The last destructive earthquake of intensity VII that rocked the country was in April, 1970.

There are only two main seasons in the Philippines, the dry and the wet seasons. March to June is the official summer time, this period being the hottest months of the year. Early in June, the rains start to fall and heavy rains accompanied by strong winds called typhoons come any time during the months of July, August, September, October, and November. By December the days become cool and pleasant. The warmest month of the year is May while the coldest month is January.

Predominantly agricultural, this country is endowed with rich natural resources. It is noted for its exports of sugar, copra, abaca, lumber, minerals and handicraft. Other agricultural products are: rice, corn, bananas, pineapples, vegetables, etc. The country is gradually moving to industrialization.

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Government and People

The Philippines was under Spanish rule for more than three centuries and this was followed by an American regime of more than 40 years till it gained independence on July 4, 1946. It is the show window of democracy in Asia and is known as the only predominantly Christian nation in the Far East.

The Filipinos are of Malayan race. However, during the past four centuries the coming of the Chinese, Spaniards, Japanese, Americans and other foreigners resulted in intermarriages between these peoples and the native Filipinos; thus it can be safely said that 95% of the present Filipino people are no longer purely Malayan. They speak more than 80 native languages of which eleven may be considered the major ones. Pilipino is the national language. Although the national language is Pilipino, English is the medium of instruction in schools (except in grades one and two) and is also accepted in professional and business circles.

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The government of the Philippines is republican in form and is founded on democratic principles. The executive power is vested in the President who is elected by qualified voters. The legislative power is vested in a bicameral congress whose members are also elected by the people. The judicial power is vested in the Supreme Court and lesser courts established by law.

The government of the Philippines being unitary, the central government exercises supervision over the whole country. But for purposes of administrative control, the country is divided into provinces, municipalities, and cities.

Quezon City is the capital, and Manila is the educational, commercial and industrial center; while Baguio is the summer capital of the country.

With a population of more than 37 million in 1970 the Philippines has the 6th largest population among Asian countries. At a rate of 3.5% yearly it is one of the nine countries with the highest population growth rate in the world. Philippine families have much higher average number of children than those of other big countries. *There is an average of 6.8 children for every Filipino family while Japanese have an average of 3.4 children. The high rate of population growth in the Philippines is mainly due to the fact that 85% of its people are Catholics. However, population control has now started through education in family planning.

Education

The Department of Education is in charge of the education of children and youth in the Philippines. It has supervision of all public and private schools. Under this Department are the Bureau of Public Schools which administers and supervises all public elementary, secondary, and normal schools; the Bureau of Private Schools which exercises supervision over all private institutions from kindergarten to the university; and the Bureau of Vocational Education which is in-charge of vocational training in the public secondary schools, technical schools and vocational colleges.

The general pattern of the Philippine educational system in terms of levels in both public and private schools are as follows:

1. Pre-school education; kindergarten
2. Elementary education
3. Secondary education (general and vocational high schools)
4. Higher education (normal schools and/or teachers' colleges; technical and special vocational colleges; general education colleges and universities. (See diagram attached on next page).

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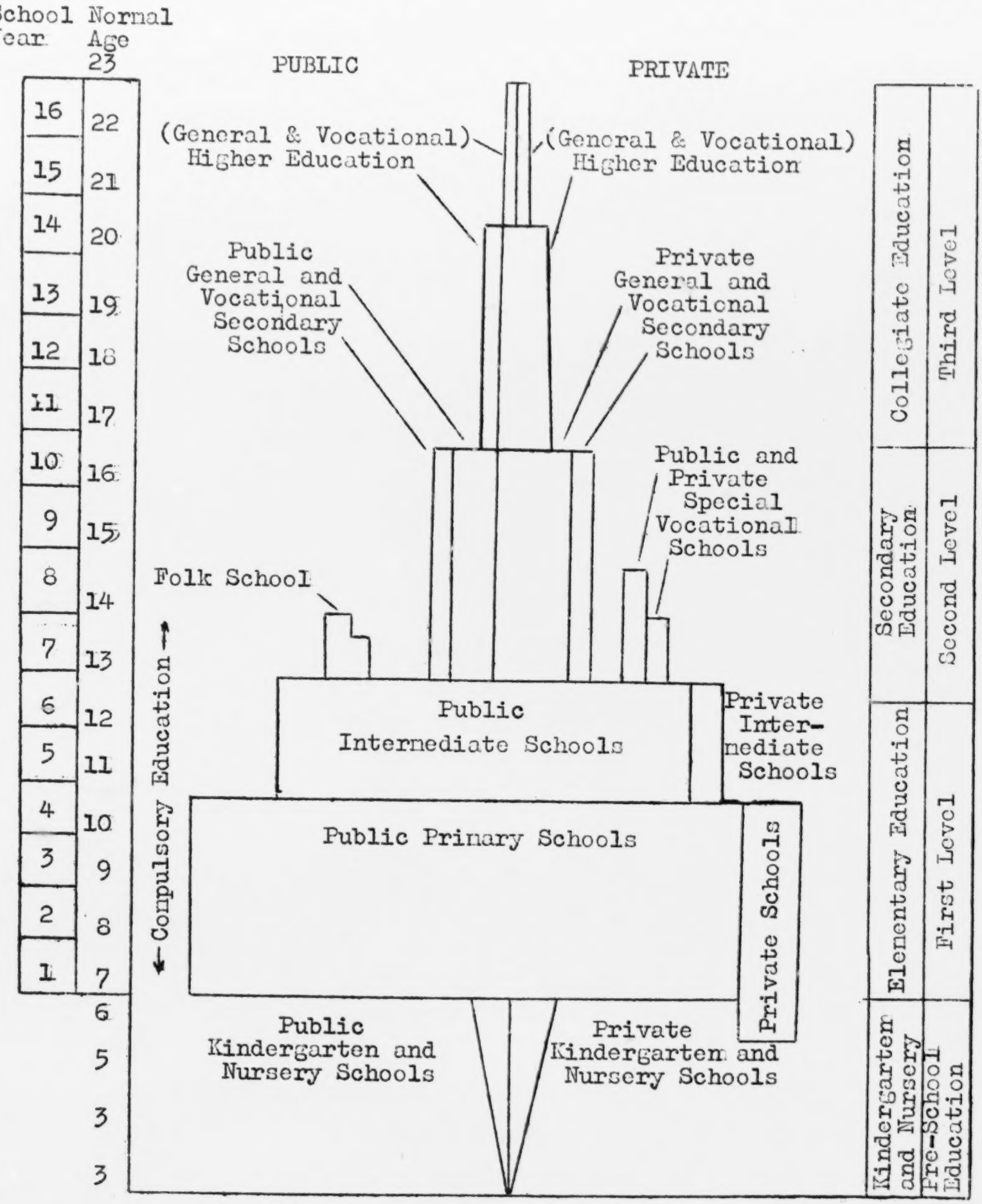
*Reported by Mrs. Marcedes B. Conception, University of the Philippines Population Institute in Study Made in 1968.

EDUCATIONAL SYSTEM OF THE PHILIPPINES



Pre-school education is available in many private schools but in the public schools it is available only in the laboratory schools of public normal schools/or teachers' colleges. It is not a requirement for admission in Grade I.

Elementary education in the public schools covers six years (Grades I to VI - primary and Grades V to VI - intermediate). The minimum admission age for Graade I is seven years. Compulsory attendance covers the completion of elementary schooling.

Secondary education covers a period of four years. It is offered in the general high schools and vocational high schools. Completion of the elementary grades is required for admission to the high schools.

The regional public normal schools and teachers colleges offer courses in the college level leading to the degrees of Bachelor of Science in Elementary Education (B.S.E.E.) which is a four-year course and Master of Arts, a two-year course.

As of the school year 1968-1969, there was a total of 40,524 institutions in the Philippines broken as follows:

A. Public Schools

Kindergarten	(17	part of collegiate school)
Elementary	36,087	
Secondary	919	
Collegiate (normal school. .	7	
Total	37,013	37,013

B. Vocational Schools

Trade	92	
Agricultural	85	
Fishing	42	
Home Industries	3	
Total	222	222

C. Authorized Private Schools

Universities	35	
College Schools	542	
Secondary School	1,898	
Elementary School.	936	
Kindergarten	381	
Special Vocational . . .	497	
Total	4,289	4,289
1968-1969 Grand Total		41,524

As of 1970, there was a total of 27 state universities and colleges categorized as follows:

Universities	7
Colleges	18
Other institutions . .	2
Total	27

In the public schools alone there was by last year a total of 224,543 teachers for the elementary grades; 21,094 for the secondary schools; and 204 for the normal and teacher training schools or a total of 250,527 teachers.

Last school year's enrolment was 6,750,900 for the elementary grades; 568,009 for the secondary; and 5,048 for the normal schools and teacher training colleges making a total of 7,323,957 for the public schools only. The total enrolment for all levels of education in both public and private and vocational schools including technical and special ones and home industries for the same period was 9,732,059. Since the increase per school year population in this country is one million, the expected enrolment by 1972 in all levels of education both public and private would be 11,953,044.

As shown in the following table more than 95% of enrolees in the elementary level in the Philippines are in public schools, while more than 96% of enrolees in the higher level of education are in private schools.

The percentage of enrolment by levels of education in 1967-1968 are shown hereunder:

Bureau	Kindergarten	First Level	Second Level	Third Level
Public Schools	2.44	95.5	3.3	1.59
Vocational Schools		.034	6.6	1.62
Private Schools	97.22	4.45	59.96	96.74

These percentages are relatively the same for the school years of 1968-1969 and 1969-1970.

In view of the large increase in public school enrolment every year, the Department of Education has been consistently getting a large share of funding from the national budget. The budget for the fiscal year 1969-1970 revealed that of the total ₱2,602,014,583.00, operating expenditures of the national government that year, 30 per cent of that amount or a total of ₱784,675,302.00 was alloted to the Department of Education. Of the Department of Education appropriation approximately 89.52% per cent was alloted to the Bureau of Public Schools; 9.54 per cent to the Bureau of Vocational Education:

and 26 per cent to the Bureau of Private Schools. The bulk of expenditures for the Department of Education goes to public education.

The per-capita cost and per-pupil cost of education in the public schools on the estimated total population and school population for 1968 are as follows:

Per Capita Cost	
Elementary Education	₱18.02
School for the Deaf and Blind	0.01
Normal Schools (Collegiate)	0.08

*Per Pupil Cost	
Elementary Education	₱ 102.17
School for the Deaf and Blind	1,229.31
Normal Schools (Collegiate)	319.48

The per-capita and per-pupil cost given above for the School for the Deaf and Blind is a representative cost of education for other kinds of handicaps.

No figures are given for secondary education because this is funded by the provincial and city governments.

These figures were taken from the Budget for the Fiscal Year 1969 and the National Economic Council Population Estimate Medium Series, 1960-1980.

*A Report to UNESCO on Educational Development of the Philippines For the year 1960-1970 Based on NEC Population Estimate (Mid Year) Medium Series 1960-1968

A BRIEF HISTORY OF SPECIAL EDUCATION AND/OR THE EDUCATIONAL SYSTEM PRESENTLY IN OPERATION FOR THE HANDICAPPED CHILDREN AND YOUTH

Special Education or the education of exceptional children was almost unknown to many teachers and the Philippine community in general before 1955. Many Filipinos think that this type of education is confined to the education of blind and deaf children only. It is apparent that one of the problems of special education is the education of the general public on what special education is.

The School for the Deaf and Blind

Looking back into the history of education in the Philippines it can be recalled that the first public school established for exceptional children was in 1907. This was the School for the Deaf and Blind. It was founded by Miss Delight Rice of Columbus, Ohio. It started in a small rented house at Ermita, Manila with 3 pupils recruited from the provinces. When the second term opened there were 13 pupils enrolled.

In June, 1923 the school was transferred to its present building, a large two-story concrete structure along Harrison St., Pasay City. Built out of a ₱260,000.00 appropriation from the National Government, it stands on a two-hectare lot donated by an anonymous American lady. The building houses both the elementary and high school departments.

The first batch of elementary graduates were turned out in 1916 and high school graduates in 1949.

The school was closed during World War II and was used as quarters by the Japanese soldiers. It reopened on November 18, 1946 with 73 pupils under a Filipino principal, the first Filipino to hold that position. All principals before her were Americans. Before the said war the School for the Deaf and Blind was purely a residential school. It housed and fed all pupils enrolled in the school. As the years went by, enrolment increased and coupled with rising cost of living, shortage of funds became a serious problem. The school was constrained to change its policy. It encouraged the blind and deaf children who resided in Manila and its suburbs not to live any more in the school dormitories. Only those who came from distant provinces were given housing and board on school days. With this change in policy, the school became both a residential and a special day school.

Last year the School for the Deaf and Blind was reorganized into two separate schools - one for the blind and another for the deaf. Both schools are housed in the same old compound. A small building was assigned to the Philippine National School for the Blind, while the large building was assigned to the School for the Deaf because of its large enrolment.

The School for the Deaf has an enrolment of 446 pupils this school year. Sixty deaf children live in the school. It offers both elementary and secondary education. The school has 80 teachers.

At present the Philippine National School for the Blind has an enrolment of 45 pupils. The school offers elementary education and a first year high school course. Thirty-six (36) blind pupils live in the dormitory of the school (25 boys and 11 girls). There are only 7 teachers in this school, and one of them is blind.

The Jose Fabella Memorial School

About 20 years after the establishment of the School for the Deaf and Blind, the Social Welfare child-caring institutions were established. All these institutions were housed in Welfareville, the Children's Village in Mandaluyong, Rizal. These Social Welfare child-caring institutions are public, national institutions for delinquent children and youth; orphans; and destitute mentally retarded children.

Later these same institutions organized the Jose Fabella Memorial School, a school for the exceptional children of the institutions housed in Welfareville.

Last year, this school was dispersed into five residential public school units. These are:

a. The Don Vicente Madrigal Village, the Philippine Training School for Boys in Tanay, Rizal, a residential school for delinquent (socially maladjusted and emotionally disturbed) boys. There are 230 boys in this school as of December, 1970. Both elementary and secondary education are offered in this school and vocational training is emphasized.

b. Marillac, the Philippine Training School for Girls in Alabang, Rizal, an institution for delinquent (the socially maladjusted and emotionally disturbed) girls. It has an enrolment of 12 girls. It offers elementary education with emphasis on vocational training.

c. The Elsie Gaches Village, a residential school for multiple handicapped and mentally retarded children and youth. This is also in Alabang, Rizal. It has an enrolment of 17 children with ages ranging from 8 to 27. Fundamental education is emphasized in this school along with physical activity and vocational training.

d. The Reception and Study Center, Quezon City, a residential school for mentally retarded and transient homeless children and youth. It emphasizes fundamental education and vocational training.

e. The Nayon Ng Kabataan (MIA), an institution for orphans and mentally retarded children. This residential school is at Parañaque, Rizal near the International Airport. It has an enrolment of 45 children. It offers elementary education only with emphasis on vocational training.

The five institutions named above are jointly administered and supervised by the Department of Social Welfare and the Department of Education. The latter department is in-charge of the education of the wards of these schools.

The Elks Cerebral Palsy Clinic

The Elks Cerebral Palsy Project, Inc. is a private non-profit charitable organization dedicated to the treatment and education of handicapped cerebral palsied children in the Philippines. It was organized in 1955 by the members of Manila Lodge No. 761 of the Benevolent and Protective Order of Elks, an American fraternal institution.

The Project has a medical director and an assistant medical director who are assisted by trained experts in physical, occupational and speech therapy, in psychology, orthopedic pediatrics, neuro-surgery. It has three special education teachers whose salaries are paid by the Bureau of Public Schools, Department of Education. Present enrolment is 33. Supervisors of the Bureau of Public Schools visit the classes in the clinic every now and then.

The NOH, School For Crippled Children

In the brief history of education for exceptional children and youth in the Philippines, one of the pioneers involved in the education of the physically handicapped is the National Orthopedic Hospital for Crippled Children and Youth now housed in Banawe Ave., Quezon City.

February, 1945 soon after the Liberation of Manila and the end of the Pacific War, marked the beginning of the school for crippled children in the National Orthopedic Hospital. The ravages of war brought to the hospital a big number of patients both children and adults who were mostly injured and crippled by diseases that required long hospitalization. In view of the long hospitalization required of the children, the Hospital Director saw the need for the continuation of their education in the hospital; so an appeal was sent to the proper authorities for the organization and financing of classes for crippled children. Meanwhile, the hospital social worker started by teaching the young patients so as to keep them busy and prevent boredom.

The following year, the school was able to get teachers from the Bureau of Public Schools. So, formal classes for the crippled children were opened in the hospital.

The children admitted in the school are those with polio, tuberculosis of the bone, esteomylitis; congenital anomalies, as dislocated hip bones, clubfeet, wry neck; scoliosis; and other injuries resulting from accidents.

At present the school has a complement of seventeen (17) teachers and one principal, who has a Master of Arts degree in guidance and counseling.

There are twenty-four (24) elementary pupils and twenty (20) secondary students or a total of forty-four(44) pupils presently enrolled at the school. Of the forty-four pupils, seventeen are bedridden, eight are out-patients, and the rest are ambulatory.

Individualized instruction is done to seventeen (17) pupils who are bedridden, most of whom are secondary students. Classes are held in different wards. Group teaching for the Grade I and Fourth Year High School ambulatory are held in the Rehabilitation Ward, where two classrooms are provided. The other classes for the elementary grades are held in the corridors and bedside in the Children's Ward.

The Start of Training Programs

In 1955, special education was confined to these few residential schools, described heretofore. Special education teachers in the country were very few in number then until about 1956 when seeing the need for more special education teachers, the Bureau of Public Schools started to offer courses in special education at the Baguio Vacation Normal School. This was followed by a series of seminars held for special education teachers at the School for the Deaf and Blind.

In February, 1959, upon the request of the Director of Public Schools, the American Foundation for Overseas Blind (Office at New York City) commissioned Dr. Samuel Ashcroft, a specialist in the education of the blind to make a survey of conditions and existing facilities in the country and to prepare a report of his observations and recommendations for the expansion of the educational services for the blind and other physically handicapped children in the Philippines.

The report was followed by a series of conferences between the Bureau of Public Schools and the American Foundation For Overseas Blind ~~who~~ which was represented by Major Donald Bridges, Regional Field Director for the Far East. Agreements were reached to establish a teacher-training program for the training of teachers for the blind at the Philippine Normal College, a government teacher-training institution. The American Foundation for Overseas Blind agreed to provide the services of an education consultant to plan and initiate a two-year demonstration program of education for the blind, commodity support and a scholarship abroad for a teacher to train as a supervisor.

Meanwhile the Department of Education submitted a bill in Congress to promote the education of the blind in the Philippines. This was approved by the President on June 21, 1963 as Republic Act No. 3562 entitled "An Act To Promote The Education of The Blind In The Philippines."

On July 29, 1963, the program for training Filipinos to teach blind children was launched at the Philippine Normal College with Mrs. Mary I. Crocker, American Foundation for Overseas Blind education consultant serving as coordinator of the program. At the same time, a training program for administrators in special education was started at the University of the Philippines.

The training programs launched by the Bureau of Public Schools with the consultant of the American Foundation for Overseas Blind aroused interest

in special education among teachers; and superintendents and other administrators became aware of the need for special classes in their divisions. Thus, special classes were opened in the different divisions with teachers who have at least an interest in the program even though they do not have the necessary professional training. At the same time these teachers enrolled in special education courses attending classes on Saturdays or in the evenings.

With the interest in special education, the number of teachers attending the training program in the Philippine Normal College increased. And, the need to open training programs in other areas of special education like the deaf, the gifted, the mentally retarded, the crippled, etc. arose. So, the Bureau of Public Schools submitted another bill in Congress. This time it is for a Ten-Year Training Program for Teachers of Special and Exceptional Children in the Philippines.

In 1965 another program was started for training teachers to teach the deaf at the Philippine Normal College; the mentally retarded, the gifted, the socially maladjusted, and the emotionally disturbed, etc. at the University of the Philippines.

The assistance given to the program by the American Foundation for Overseas Blind in consultant services was extended up to 1966 with Mr. Frank L. Franks replacing Mary I. Crocker; while material support is still being received up to the present through the help of Major Ronald Bridges, Regional Field Director for the Far East, who left the Philippines in 1966 after staying in the country for about nine years to direct the American Foundation for Overseas Blind Assistance in this country. Thanks to this foreign assistance which has assured the rapid growth of the program.

The enrolment at the teacher-training programs sponsored by the Bureau of Public Schools in cooperation with the two government institutions described heretofore increased yearly, so much so that regulations for selection of the teacher scholars have to be made stricter because of limited funds.

The table below show a total of 322 teachers who have undergone training from the school-year 1963-1964 to the present school-year.

TYPE	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	TOTAL
Deaf			11	11	9	8	13	12	64
Blind	13	15	11	10	11	11	12	10	93
Mentally Retarded				10	18	13	17	13	71
Mentally Gifted				14	16	20	16	15	81
Behavioral Problems								13	13
TOTAL									322

The formal training of special education teachers naturally led to the expansion of special education to the different divisions outside of Manila proper. The demand for trained special education teachers became great as new special education classes were organized in different divisions. Because of this demand private universities offered courses in special education during summer, and in the evening and Saturday classes. These universities are: The Philippine Women's University; Arellano University; University of Santo Tomas; and the Ateneo de Manila University.

As of the school-year 1969-1970, special classes have been organized in 19 school divisions and 4 city school divisions with the following enrolment.

1969 - 1970

Blind	107
Deaf	126
Mentally Retarded	1,550
Mentally Gifted	2,081
Crippled & neurologically impaired	41
Speech defective	273
Socially & Emotionally Disturbed	89
Multiple Handicapped	22
Total Enrolment	4,289

The 4 city divisions are Manila, Pasay City, Baguio City and Quezon City. These city divisions have pilot special education programs. Baguio City's special education program is considered the most progressive one.

Other Residential and Day Schools

On pages 7 - 9 are described most of the public residential special schools now in existence. After 1955 more special schools were organized. Notable among them are private day special schools. The following describes these other special schools.

a. The Philippine General Hospital has a school similar to the National Orthopedic Hospital School for Crippled Children. But, the children patients in Philippine General Hospital School are not limited to the crippled only. The children in that school have various disabilities. This school is administered and supervised by the Department of Health and the City of Manila.

b. The Boy's Town is a public residential school for delinquent and homeless boys and youth. This is in Marikina, Rizal and is supported and supervised by the City of Manila and some private agencies. There are many boys in this institution. Elementary education and vocational training are offered.

c. The Office of Vocational Rehabilitation under the Department of Social Welfare which was created in 1954 provide opportunities for the handicapped to attain gainful occupation. This Office has rehabilitation centers where the handicapped adults are tried and taught some vocations. After a period of training they are recommended for employment to establishments and industrial houses where their services can be made use of.

d. St. Joseph of Cupertino School is one of the very few schools in the Philippines for mentally retarded children. It is sponsored and financed by the Foundation for Retarded Children a civic, voluntary, charitable, non-sectarian, non-political, non-profit and non-stock corporation.

The St. Joseph of Cupertino School has a long distinguished history. In 1964, when Mr. and Mrs. J. Antonio Araneta celebrated their silver wedding anniversary they requested their well-wishing friends not to bring personal gifts; but rather to make donations for the mentally retarded children. The couple donated ₱25,000 in cash.

In 1965 a group of civic-minded and prominent individuals led by the late Dr. Paulino Garcia former Secretary of the Department of Health incorporated with Mr. Araneta and formally established the FOUNDATION FOR RETARDED CHILDREN, with the main purpose of promoting the welfare of mentally retarded children.

On March 15, 1966, the school started with only three children. Now in its fourth year of operation its enrolment is 150.

The St. Joseph of Cupertino School under the auspices of the Foundation for Retarded Children is governed by a Board of Trustees.

The school has a diagnostic clinic, where psychological examination social case study, pediatric evaluation, speech diagnosis, and educational evaluation are given to every child who enrols. Pediatric care is provided. Social activities are also included in the program for the children. Special events and parties, field trips, picnics, excursions, movies, scouting, (weekly assemblies) and programs are held regularly. Vocational training like upholstery, carpentry, gardening, poultry, basketry, bagmaking, cooking sewing, embroidery and others are offered.

This school serves as an observation center for the psychology and education departments of the Ateneo University and special education departments of the University of the Philippines and the University of Sto. Tomas.

The school plans to build a sheltered workshop where retarded adults who are unable, temporarily or permanently, to fill a regular job in competitive employment, can be trained to produce useful salable articles under sheltered working conditions, while the potentially able are prepared for later placement as industrial or service workers.

e. The Special Child Study Center in Quezon City is a private non-profit, non-sec institution designed for slow learners and mentally retarded children.

The school program ranges from pre-kindergarten through seventh grade and beyond. Boys and girls from 5 years to 25 years of age are accepted.

The training program includes academic training (reading, writing, arithmetic, social science, general science), as well as art, music, physical education, self-help skills, home mechanics, home economics, wood-working, metal craft, electricity, handicrafts, and occupational education. A pre-vocational training leading to useful occupation is included in the schedule.

A wide range of therapies are available - medical, psychiatric treatment, psychological counseling, and speech therapy when indicated. At the same time, the pupils enjoy recreational and social facilities.

Enrolment in each class is limited from 6-15 students per class. It is not uncommon for a class of 10 students, for example, to be handled by two or more teachers. Thus, the boy or girl with limited endowments or special learning problems can progress in various areas at his best rate of speed because of the highly individualized instruction.

While primarily concerned with mentally retarded children, the school extends its diagnostic and specialized treatment services to a wide range of children presenting problems associated with learning, adjustment and personality, speech and language and special health problems such as epilepsy, brain injury and neurological disorders.

It has a highly skilled staff from its director, to its team of psychologist, social workers, pediatrican, nurse, dentists, speech therapist, special teachers, recreation workers, psychiatrists, neurologists and vocational counselors. Many of its staff are trained abroad.

f. The St. Nicholas Center is another private institution for mentally retarded children located at Quezon City. Its purpose is to provide opportunities to the retarded child to attain his fullest potential.

The center alone cannot meet the needs of the child. The parents, social worker, psychologist, pediatrician, special teacher, nurse, other area specialists and friends from the strong unit through which efforts are channeled for the happiness of the child.

The center admits a limited number of children from five through nine years of age only.

PERTINENT LAWS, POLICIES, REGULATIONS AND ADMINISTRATION OF SERVICES PRESENTLY IN EXISTENCE FOR HANDICAPPED CHILDREN AND YOUTH

A. Laws

1. R.A. No. 3562 entilted "An Act To Promote The Education Of The Blind In The Philippines," with An Appropriation of ₱500,000.00 Yearly.

The important provisions of this Act Are:

Section 1. There shall be established, under the supervision of the Director of Public Schools, a residential school for the blind near the City of Manila, which shall be known as the Philippine National School for the Blind. Said school shall furnish instruction to the blind in the elementary level.

Section 2. Upon the establishment of the Philippine National School for the Blind, the School for the Deaf and the Blind in Pasay City shall cease to give instruction to the blind, and all its blind students, its equipment and facilities being used in the instruction of the blind, and members of the faculty teaching the blind shall be transferred to the Philippine National School for the Blind.

Section 3. There shall be established under the supervision and control of the Director of Public Schools a Teacher Training Center to train teachers for the blind. The Philippine Normal College shall provide room and other facilities for said Center.

With the approval of this Act by the President of the Philippines on June 21, 1963 the Secretary of Education issued rules and regulations for the administration, organization, financing, and implementation of programs for the education of the blind.

a. General Administration

The general administration and operation of the total program for the Education of the Blind is the primary responsibility of the Special Subjects and Services Division of the Bureau of Public Schools. The program is administered through the National Implementation Committee, the Chairman of which is the Chief of the Special Subjects and Services Division and is assisted by 10 members whose assignments have been approved by the Secretary of Education.

The main duties of the National Implementation Committee is to review all plans in connection with the total program for the education of the blind.

The Committee also scrutinizes the yearly budget; authorizes purchase of supplies; selects and recommends qualified personnel; and reviews the annual accounts of the Program.

The recommendations of the National Implementation Committee is carried out by an Administrative Coordinator of the Program whose work is supervised by the Chief of the Special Subjects and Services Division, the Chairman of the Implementation Committee. This Administrative Coordinator of the Program for the Education of the Blind is assisted by a clerical staff whose salaries are paid out of the appropriation for the Program.

b. The Program for the Education of the Blind has a training program for teachers of the blind, training of which is done at the Philippine Normal College. It has also a training program for administrators and supervisors of special schools and/or classes, training of which is done at the University of the Philippines. The Program pays the tuition fees, stipends, book allowances of the teacher trainees and administrators and supervisors out of the funds of the program.

c. The program for the Education of the Blind has also a school, the Philippine National School for the Blind located in Pasay City and which has been described on pages 7-8 of the report. The school has a teaching staff of 7 members headed by a principal who takes care of the instruction of the blind children mostly housed in the dormitories of the school. The school also has a staff which takes care of feeding and the care of the children in the dormitories. All expenses of the school are charged against the appropriation for R.A. No. 3562.

d. The Program for the Education of the Blind has also an Integrated Program which was launched under the direction of the consultants who were assigned by the American Foundation for Overseas Blind- mentioned on pages 10-11. The general administration and supervision of the Integrated Program is the responsibility of a Supervisor who has been assigned specifically for this purpose.

Reports from 38 special education teachers of the Blind involved in the Integrated Program show that in the school-year 1969-70, there was an enrollment of 134 boys and 95 girls. The breakdown is as follows: 110 boys and 78 girls in the elementary level; 9 boys and 6 girls in the high school level; 13 boys and 3 girls in the pre-school group. The grand total is 229 indicating a ratio of 6 blind children to every special education teacher. As of this school year, only 68 children have been reported in the Integrated Program.

e. The Program for the Education of the Blind also has a Printing House, the function of which is to print in braille approved textbooks in use in the public schools of the Philippines. This Printing House of the Blind is headed by a supervisor who is responsible for the supervision of the work of the staff. The

salary of this supervisor and the staff are paid out of the appropriation of R.A. No. 3562.

The machineries, other equipment and supplies of this Printing House was furnished by the American Foundation For Overseas Blind upon its organization and donations of supplies from the Foundation is still being received.

f. The Program for the Education of the Blind has also a Vocational Counseling Service, the main duty of which is to counsel blind school children in order to guide them towards realistic and vocational academic goals. This service is headed by a vocational counseling supervisor who is assisted by a vocational placement coordinator who contacts employers and provides placement survey to identify employment opportunities for blind school children.

2. R.A. No. 5250 "An Act Establishing A Ten-Year Training Program For Teachers of Special And Exceptional Children in the Philippines," with an Appropriation Of ₱350,000.00 Yearly.

The important provisions of this Act are:

Section 1. There is hereby established, under the administration and supervision of the Bureau of Public Schools, in cooperation with the University of the Philippines and the Philippine Normal College, a ten-year program for the training of teachers of special and exceptional children.

Section 2. The term "special and exceptional children" shall include the mentally retarded, the crippled, the deaf and hard of hearing, the speech handicapped, the socially and emotionally disturbed, and the gifted.

Section 3. The institution of learning chosen by the Department of Education to carry out the training of teachers for this program shall grant the necessary credit.

Section 4. All expenses to be incurred therefore, such as tuition and other fees, stipends of teacher trainees, development and training abroad of members of the faculty of the cooperating institutions and those of the special education staff of the General Office, Bureau of Public Schools, and other expenses incident to the implementation of this Act shall be charged against the funds of the program and shall be disbursed by the Director of Public Schools.

Section 5. The Program shall as far as practicable, include the setting up of pilot classes for special and exceptional children in regular schools with the end in view of integrating said children into the regular school program and of encouraging socialization.

The program shall set up projects in such a way that special education shall be conducted within the facilities of regular schools

whenever possible.

The program shall also set up research and survey projects to identify and locate exceptional children in need of its services.

Section 6. A number of scholarships shall be created every year for ten years for prospective teachers who shall undertake the training courses.

Mention was made of this Act on page 11 of this report.

The establishment of training programs provided for in this Act was started before the approval of the Act by the President of the Philippines on June 15, 1968 in view of lack of trained teachers. A training program for the deaf was started in the Philippine Normal College in 1965 and starting in 1966, programs for the mentally retarded, the gifted children with behavioral problems followed at the University of the Philippines. When this Act was not yet approved by the President of the Philippines, the different superintendents of schools nominating the teacher-trainees for training in areas given above financed the tuition fees, monthly stipends and other expenses of their teachers.

The selection of scholars for the training programs provided for in this Act is done yearly by the supervisors of the Special Education Section of the Special Subjects and Services Division in cooperation with the Department Head of Special Education of the University of the Philippines and the coordinator of the Training Program of the Philippine Normal College. The criteria for selection of candidates to this training program and privileges awarded to teachers will be described under the Qualifications and Training Programs. The number of teachers who have been trained under this scholarship program are given on page 11 of this report.

Due to shortage of funds, only about 1/2 of the total appropriations for this Act has been released by the government. In view of this, the provisions of Sections 4 and 5 of this Act regarding the development and training abroad of members of the faculty of the cooperating institutions and those of the special education staff of the General Office, Bureau of Public Schools and the setting up of research and survey projects have not yet been implemented to date.

B. Policies

All policies regarding education in the Philippines are promulgated by the Board on National Education, an educational policy-making body created by law, Chairman of which is the Secretary of Education.

So far, there is no policy that has been issued by said Board specifically for special education. Only the Revised Elementary Education Program, 1970 a policy on the medium of instruction and the elementary curriculum has a bearing on the education of exceptional children.

The use of local language as a medium of instruction in grades I and II and the use of English as medium of instruction from Grade III to the high schools was a policy which has been enforced since 1957. In the Revised Education Program, 1970 this provision on the medium of instruction in the public schools was revised as follows:

> "School divisions which are ready to use Pilipino as a medium of instruction, that is, they have enough qualified teachers and adequate teaching materials, may do so with the prior approval of the Director of Public Schools."

This new policy on the language of instruction gives schools the permission to use Pilipino effective July, 1971 as medium of instruction in grades where they are ready to use it with the prior approval of the Director of Public Schools.

Another prominent provision of the revised elementary education program of 1970 says ....

> "No teacher shall be requested to teach more than six (6) hours actual classroom teaching each day. All teaching positions should therefore be utilized for actual classroom duties so as to distribute, as equitably as possible, the teaching loads among all teachers."

The revised elementary curriculum given in the Revised Elementary Education Program, 1970 provides for the teaching of Character Education; Language Arts - Vernacular, Pilipino, English; Social Studies; Elementary Mathematics; Health and Science; Music and Arts; Work Education; and Physical Education, proportionally distributed with a total of 300 minutes (for grades I and II); 320 minutes (for grades III); 360 minutes (for grade IV); and 410 minutes (for grades V and VI) daily. Pilipino and English are taught as subjects in grades I and II wherein the medium of instruction is the local language, or the vernacular.

The 2-2 plan of the secondary curriculum for normal or average students provides a general curriculum for all students in the first and second years and a differentiated curriculum in the third and fourth years leading to either a college or a technical vocational course.

The 40-minute period subjects of the general courses include: English, Pilipino, Social Science, Mathematics, Science, Health, Physical Education and Preparatory Military Training, and Work Experience or Vocational Education (for boys) or Home Economics (for girls).

This secondary curriculum is however adapted to the needs of the special schools with emphasis on vocational or work experience.

The elementary and secondary curricula mentioned above are not implemented to the letter in special schools and classes. Special schools and special classes are given as much leeway — to adapt the curriculum to the needs of their special or exceptional children. It has been mentioned in this report that in most of the residential schools described in the preceding pages, vocational education or work education for the elementary grades is emphasized and given importance. Administrators, supervisors of special education and special education teachers in each special school and/or class usually sit down as a group to adapt the curriculum to the needs of the type of exceptional children they have.

C. Regulations

Regulations in special education are mostly on salary and qualifications of special education teachers.

It can be mentioned that as early as 1962, when the Bureau of Public Schools felt the need of establishing special education programs in different divisions, it recommended to the Wage and Positions Classification Office (WAPCO) a higher salary for special education teachers than the salary teachers of average or normal children. As a result, special education teachers are now given a salary range two steps higher than the range allocation given to ordinary classroom teachers. This is in recognition of the training of special education teachers beyond the regular teacher-education curriculum. Those teachers who possess a Master's Degree in special education are given a minimum salary of 4 steps higher than the salary of ordinary classroom teachers who possess Bachelor's degree.

With reference to the regulations on qualifications for special education teachers, a series of circulars has been issued by the Director of the Bureau of Public Schools regarding this matter. In April, 1962 the Director of Public Schools issued the first Circular or regulation on qualifications of special education teachers portions of which are quoted hereunder;

"..... effective immddiately the following qualifications are required of prospective special education teachers.

A. For Appointment in the Elementary Level
   (1) BSEE and with at least six units in Special Education on the graduate level

(2) At least one year of successful teaching of normal children in the elementary school
(3) At least junior teacher eligibility

B. For Appointment in the Secondary Level
(1) BSE and with at least six units in Special Education on the graduate level
(2) At least one year of successful teaching of normal children in the secondary school
(3) Must be a senior teacher eligible

"In addition, special education teachers in both the elementary and secondary levels must possess these qualities: (a) emotional stability, (b) good health, (c) patience and tolerance, (d) sympathy and understanding, (e) fondness for children and youth, (f) pleasant, wholesome attitude, (g) good speech, and (h) good human relations."

On May 31, 1965, the Director of Public Schools issued a Circular amending the provisions given above. The important amendments are quoted as follows:

"....., and effective upon the issuance of this Circular recommendees for appointment as special education teachers should possess any of the following qualifications:

"a. B.S.E.Ed. plus 18 units in Special Education on the graduate level for elementary teaching positions and B.S.E. plus 18 units in Special Education on the graduate level for high school teaching positions;"

"b. B.S.E.Ed. or B.S.E. with at least one year of experience teaching exceptional children plus 12 units in Special Education on the graduate level."

"c. B.S.E.Ed. or B.S.E. with at least three years of experience teaching exceptional children plus 9 units in Special Education on the graduate level;"

"d. B.S.E.Ed. or B.S.E. with at least five years of experience teaching exceptional children plus 6 units in Special Education on the graduate level."

"Teachers under categories b, c, and d, however, should be required to complete the remaining unit requirements within a reasonable length of time."

Special education teachers in special schools should meet the minimum unit requirements within three years from the issuance of this Circular.

The regulations on qualifications of special education teachers were further amended in another Circular of the Director of Public Schools issued on May 15, 1969. The amendments were as follows:

> "All special education teachers both on the elementary and high school levels, whether they are assigned in special schools or handling special classes in regular schools, are required to have not less than 18 units of special education on the graduate level in addition to the basic educational qualifications, civil service eligibilities and personal attributes for the position. Teachers in special schools and those who had been handling special classes prior to the issuance of Circular No. 11, s. 1962 and Circular No. 11, s. 1962 and Circular No. 13, s. 1965, and who do not yet possess the minimum requirements should complete the 18 units within a period of two years from the issuance of this Circular, otherwise, they shall not be entitled to an upgrading of their items, or salary increases to the next higher step within their present range."
>
> "New recommendees for appointment in special schools or for assignment as special education teachers in regular schools who have neither the training in special education nor the minimum unit requirements upon appointment, shall not be entitled to the category of special education teacher with two ranges higher than the range given to ordinary classroom teachers as authorized by the Wage and Position Classification Office. Only upon satisfactory completion of the required minimum units in special education will the necessary range adjustment be made."

Summarizing the series of regulations on qualifications, at present special education teachers are required to have at least 18 units of special education courses on the graduate level in addition to the basic educational qualification, that is a Bachelor's Degree in Education, a civil service eligibility, and personal attributes for the position.

D. Administration of Services for Handicapped Children and Youth

The administration of special schools and/or special classes generally is done by principals of such schools. These principals are assisted in the improvement program by supervisors of the school divisions and supervisors of the Special Education Section under the Special Subjects and Services Division of the Bureau of Public Schools. The Special Education Section also has direct charge of the administration and supervision of all residential schools. It has a set of

supervisors who visit residential schools and special classes throughout the country regularly. It is also in-charge of the implementation of laws, policies and regulations regarding special education. The work of the Special Education Section is directed and supervised by the Chief of the Special Subjects and Services Division.

This section has á complement of 9 supervisors including the Chief of the section. Granting that the total enrolment of 4,289 exceptional children enrolled in 19 regular school divisions and 4 city school divisions in the school year 1969-70 is the same this school year than the present ratio of supervisors to the exceptional children is approximately 1:475 or 1 supervisor to every 475 children. The ratio of supervisors to school divisions is 1:3.

It is evident that the Special Education Section is undermanned if it is to be considered that the supervisors have to make weekly visits to the schools and that they have other duties besides visiting schools.

FINANCIAL STRUCTURE OF PROGRAMS FOR THE HANDICAPPED

In the Philippine educational set up, Special Education is an inherent responsibility of the national government. Salaries of school personnel, expenses for construction of buildings, purchase of specialized equipment and supplies, and transportation (in the case of special schools) generally come from the national funds; while expenses for special programs like the Education of the Blind in the Philippines and the Ten-Year Training Program for Teachers of Special and Exceptional Children are financed by appropriation from special laws.

Private schools for handicapped children like the St. Joseph of Cupertino School, the St. Nicholas Center for the Mentally Retarded, and the Special Child Study Center, Inc. are non-profit, self-supporting schools. The St. Joseph Cupertino School receives some grants from the Foundation of the Mentally Retarded as mentioned earlier in this report. Since the proclamation of Mental Retardation Week by the Office of the President, Republic of the Philippines, the Special Child Study Center and other agencies serving the mentally retarded have been authorized to conduct fund-raising campaigns during the week. Tuition and other fees paid by the children in private schools are also source of funds.

The Elks Cerebral Palsy Clinic mentioned earlier in this report has three teachers handling the special classes in the clinic and whose salaries are paid by the government. This organization is also allowed to conduct a fund-raising campaign from May to August of every year. It also receives ₱3,000.00 donation from the Philippine Charity Sweepstakes Office annually.

CURRICULUM

The curriculum for teaching the handicapped is the same as that one used for "average or normal" children in the regular classes, described on pages 19 to 20 except for some adaptations in approaches, techniques, and materials to meet the special needs of the children. One of their special needs is the need for vocational or work education and activity. The special education teacher-trainees of the University of the Philippines-Philippine Normal College-Bureau of Public Schools Special Education Training Program are taught the skills in curricular adaptations. For the present, there have been developed teaching guides on speech, auditory training, lipreading, rhythm and language for the deaf; and brailled reading and writing, and nemeth code of the blind; while an adapted curriculum guide has been prepared for the mentally retarded.

QUALIFICATIONS AND TRAINING PROGRAMS

The first break in teacher training came in 1963 with the passage of R.A. 3562 "An Act to Promote the Education of the Blind in the Philippines" described on pages 25 to 27 of this report whereby a training program for teachers of the blind was established at the Philippine Normal College. This led to the opening of other teacher training programs - for the deaf in 1965; for the mentally gifted and the mentally retarded in 1966; and for children with behavior problems later at the University of the Philippines, the state university, Financial support for these other training programs comes from R.A. 5250 "An Act Establishing a Ten-Year Training Program for Teachers of Exceptional Children which was approved on June 15, 1968, and described on pages and .

These training programs are graduate programs offered to qualified classroom teachers who are given a scholarship for the duration of training which is 1 summer and 2 semesters.

Following are the qualifications of candidates:

a. Education Qualification - B.S.E.E. or B.S.E. graduate
b. Civil Service Eligibility - Teacher
c. Performance Rating - Very satisfactory
d. Scholastic Ability - Ratings in college not lower than B or 2 to qualify for admission to the graduate school, either at the Philippine Normal College or the University of the Philippines.
e. Experience - Actually in the public school service as permanent teacher with at least two years of successful teaching experience with normal children.
f. Helath - Physically fit and emotionally stable to conduct division-wide surveys and carry out screening programs in addition to actual teaching of deviant children.
g. Special Qualification - Genuinely interested in the education of exceptional children and possessing qualities of leadership.
h. Age - Not more than 35 years
i. Marital Status and Sex - Preferably single, male recommendees will be given first preference for training as teachers of the blind; in the other areas of specialization, the best candidate will be selected regardless of sex.

The terms of awards are as follows:

a. Study leave with pay for the duration of the scholarship.
b. Free tuition and other enrolment fees.
c. One-year book allowance of ₱150.00
d. Monthly stipend of ₱80.00 during the period of training.
e. Expenses for transportation to Manila and return, chargeable to local school funds.

The curriculum for each area of specialization requires at least 25 units to obtain a Graduate Certificate of Teaching Proficiency in Special Education to wit:

Liberal Education - 4 units
Professional Orientation - 4 units
Specialization - 14 units
Special Project - 3 units

Preference in appointment and a salary two ranges higher than that received by ordinary teachers are enjoyed by teachers with training in special education. They are required, however, to observe the same rules and regulations that are promulgated by the Secretary of Education.

Three hundred twenty-two teachers have undergone training under programs sponsored by the Bureau of Public Schools including those undergoing training this year. A breakdown of this figure is given on page 11 of this report. There are no reliable forecasts as to the number of teachers needed, but the training program is a continuing one to take care of future needs.

The need to upgrade the competencies of not only teachers but also supervisors and administrators in Special Education, particularly in the divisions where there are existing program, necessitated the opening of a training program for administrators and supervisors to specialize in Organization, Administration, and Supervision in Special Education at the University of the Philippines. So far there have been trained a total of 29 school administrators and supervisors since this program was initiated 5 years ago not including this school year's (1970-1971) 10 grantees. The new courses for this training program covers two consecutive summers followed by an Institute of 4 to 6 weeks during the first semester after the second summer of the training program.

SERVICES

Health Care and Medical Services - Upon their admission to the Special Schools the exceptional children undergo a complete medical and physical check-up and regular health examinations are given all throughout their stay in the institution.. Representations are made with government hospitals and clinics in behalf of children who need special medical care and hospitalization.

A Sick Bay is also maintained by some private institutions to attend to the medical and dental needs of the smaller children. Special clinics for the children's special health needs are availed of in the community.

The public schools of Manila and those in the big towns maintain a clinic in each school in which a school physician, a nurse, and a dentist render services once a week.

The Social Welfare Child-Caring Institutions of the Department of Social Welfare described on page 8 have dentists and nurses who attended regularly to children of their school units.

Pediatric Care. On hand to serve the physical needs of children in some private schools like the one described on page 13 is a pediatrician who makes periodic check-ups of each child. Attempts are always made to put the child in a good physical condition so that he can absorb the training given to him and eventually develop to his full capacity.

Audiometric Services. Hearing losses of the deaf are being assessed by specialists of some private schools through the use of an audiometer. The School for the Deaf can not avail of this service for the present in view of the fact that the audiometer there is out of order and has not been repaired. Children with hearing losses are referred to private clinics.

Special Services. These services are closely related to homelife program and other services offered. Through social casework, the staff particularly the guidance counselor individually help the children and their parents to use the school services and facilities to the end that their social adjustment is strengthened. Further, through activities in small but well planned groups, the special education teacher, the guidance counselor, the social worker (if there is one) help directly the children and their parents to understand and work on the problems brought about by their handicaps.

Speech Therapy is concerned with all factors involved on the speech problems of children especially those with cerebral palsy. Improvement is attained by teaching the children not only in the use and control of the muscles involved in speech but also in the control of drooling, grimacing, swallowing, chewing and sucking. Only a few private schools employ speech therapists.

Physical Therapy teaches fundamental motions and functions. Physiotherapy training is pointed towards ability to obtain normal balance between flexors and extensors, accuracy of joint movements, relaxation during use and balance function. Physical therapists are employed in the National Orthopedic Hospital School For Crippled Children and in some private schools.

Occupational Therapy helps the child learn simple skills and thus become self-sufficient as much as possible. Activities of daily living, such as dressing, feeding and toothbrushing are also taught. Many of our special education teachers in public residential schools have undergone summer in-service training in home and handicraft activities so that they can help in occupational therapy.

Braces and other Mechanical Aids. A considerable percentage of cerebral-palsied children may need some type of mechanical bracing. Free braces, shoes and other mechanical aides are given to indigent patients by civic organizations like the Jaycees, the Lions, and Friends of the Crippled.

Volunteer Service. Volunteers represent the interest of the community in the children and the program. They assist and work with the staff in providing an on-going program of leisure-time activities, and specialized services for the children and as members of the treatment team. In the Philippines volunteers participate in any activities of the school depending upon their training, skills, and availability, where the need arises.

In the School for the Blind, the American Embassy Ladies Association help in braille work and they also act as readers to blind children in the integrated classes.

Recreation. Recreational activities form a significant part of the treatment and rehabilitation. The special school offers a recreation program with adequate range of indoor and outdoor activities. Games, literary-musical programs, educational field trips, reading and TV viewing are some of these activities.

Some private schools every summer conduct a "Camp Hope" program of recreational activities outside the school premises. In San Pablo City, an American Peace Corps Volunteer organized last summer a "Camp Hope" recreation program for the blind and the mentally retarded children enrolled in the public schools in cooperation with the Lions Club of the City.

Ancillary Personnel. The ideal set up for a special school is to have the permanent services of a physician, psychiatrist, social worker, speech therapist, and/or occupational therapist. The public residential special schools in the Philippines hardly can afford to employ these personnel due to lack of funds.

Spiritual Guidance. Religion is recognized as vital in a child's life. Hence, arrangements are made with religious representatives concerned regarding the extension of religious instruction and the holding of regular church services in the schools for the children according to the religious preference of their parents.

COORDINATION OF ASSISTING AGENCIES

The Special Education Section of the Special Subjects and Services Division coordinates any assistance given to the public special schools and special classes.

When the American Foundation For Overseas Blind gave full assistance to the special schools of the Philippines (see pages 10 to 11) it was the Special Education Section of the Special Subjects and Services Division in the name of the Director of Public Schools which made the agreements with

AFOB and which received the materials and equipment for use of the special schools and classes. The same is true with Peace Corps Volunteer Service.

At present the public special schools and special classes do not receive any regular assistance from any agency except a few materials from AFOB after it pulled out in 1966 abd donations from private individuals and/or organizations, like the EPHPHETA. The EPHPHETA is a local organization dedicated to help the handicapped.

With reference to private special schools, such are assisted by Foundations, Clubs and other Civic Agencies.

In the Philippines there is no formal agency which coordinates assistance to special education. The individual offices and/or schools coordinate the assistance given to them.

PHYSICAL FACILITIES

In the public residential schools and special classes the facilities afforded to exceptional children mostly are the common fadilities afforded to the average children in the schools. It is only in the School of the Deaf in Pasay City where there is an air-conditioned room used as acoustics room for speech and auditory training classes. The deaf children in this school years ago have group and individual hearing aids. But these are out of order now. Even the audiometer of the school is out of order. Since these can not be repaired locally, and since it is too costly to send them abroad to be repaired, such facilities are denied the deaf children.

Each special school has a library, one for the blind and another for the deaf. The blind children can avail of the use of brailles typewriters donated by the American Foundation for Overseas Blind. Some of these typewriters are lent to blind children and their teachers in far off provinces. Brailled slates are also supplied.

The School for the Deaf has a gym where the children play indoors when it is raining and where they hold programs and meetings. Other schools have open playgrounds. Only the School for the Deaf and the School for the Blind have buses which transport the blind and the deaf children to points where they can go home. They are the children who do not live in the dormitories.

The private special schools enjoy better facilities than the public special schools. The reasons are obvious.

REHABILITATION AND VOCATIONAL PROGRAMS

At the rehabilitation centers of the Bureau of Vocational Rehabilitation of the Department of Social Welfare (mentioned on page 13 of this report) the adult handicapped are tried on a variety of vocation and are trained along that one where they fit in most. The school leavers find an extension of their interrupted vocational training, while those who have never gone to school take up literary courses besides vocational training. After some period of training and the trainees have become proficient in the vocations, the placement officer recommends those who are able to compete in open employment to establishments that could make use of their skills and training. Those who cannot survive open employment are recommended to stay in the sheltered workshop at the centers or the entities where they find least competition. The Special Fund Program provides some capital (₱500 or lower) to those who would like to engage in their own business (self-employment). This loan is paid back in small installments without interest.

Of the 2,247 handicapped (deaf, blind, physically handicapped, and other handicaps) who have registered at the rehabilitation centers for training, 729 have been placed in employment in a spread of nine years in the following categories: (1) 314 open employment; (2) 137 in sel-employment, and (3) 278 in sheltered employment.

The curricula in the special schools particularly the School for the Deaf, the Philippine National School for the Blind, the Philippine Training School for Boys (for delinquent boys) and the Marillac Hills (for delinquent girls) are vocationally slanted. In the elementary school, vocational courses are already introduced. More of these courses are explored into an specialized one in the secondary level. The integrated handicapped students join their normal peers of the special classes as much as possible, in the vocational classes with some special attention from the vocational teachers.

The Catholic Charities, a civic organization supported by the Catholic Church has also a sheltered workshop in Marikina (a town near Manila) where the handicapped are taught home industries and their products are sold by the association to some stores. Most of the handicapped trained in this sheltered workshop are adults.

ADDITIONAL ASSESSMENTS OF STATUS, SUCCESSES AND PROBLEMS ENCOUNTERED IN EXISTING PROGRAMS

Favorable Results

The existing programs on Special Education are showing favorable results. Those involved in the work give more time and energy to give each type of exceptional child the kind of education that he deserves. They are mapping out a curriculum that would suit each type of exceptionality, with emphasis on the pre-vocational training.

The program has also elicited good reactions from civic groups and individuals. The School for the Deaf and the Philippine National School for the Blind, for example, are beneficiaries of voluntary services and aids from civic individual workers and organizations like the EPHPHETA an organization which gives material aids and services to blind and deaf children.

Problems

1. Big problems confront the Special Education program. Foremost of them is financial. Lack of funds slows down the pace of work. Much needed and special equipment, facilities and instructional materials are not supplied by the government. The deaf chilren and their classes do not have group or individual hearing aids. They do not have audiometers and projectors. Blind students need braille typewriters, etc. Many important projects are not pushed through. The teachers are not given up-to-date salary adjustments due to shortage of funds.

2. Another problem is administrative. The lukewarm attitude of some administrative officials is something to contend with. They seem not to be interested in special education, may be, due to the high cost of financing or merely lack of adequate knowledge of what special education is so they do not open special classes. The salary of the special education teacher is another problem. Their pay is not commensurate with the demands of the work and this is without mentioning the high educational requirement required of them. The pay of these teachers is miserable compared with that of those in other countries, the United States especially.

3. There is also a lack of qualified special education personnel both in the General Office and in the field. And this is complicated by the exodus abroad of many teachers for better pay. Teachers who have been sent by the government abroad for further training go back after they have served their contract. The same is true with teachers who have undergone training at the University of the Philippines or the Philippine Normal College. They go abroad for better pay. This is brain drain. Others who have undergone training are promoted to positions where their training in special education cannot be made use of. This is wastage of training in special education.

4. There is also the apathy of some parents and laymen, especially in the barrios. They don't care about the education of their handicapped children or the handicapped children in the community. And the reasons behind their apathy could be ignorance, poverty and superstition.

5. Still another problem is demographic. Up to now, we don't have a reliable count on the total incidence of the handicapped in this country. We don't have a scientific, comprehensive and exhaustic study

of the causes of the various handicapping conditions. How many have become deaf or blind or mentally retarded as a result of this or that disease?

6. And there is the problem of geography. The country is divided into 7,100 islands scattered over a vast area. This accounts for the wide dispersal of handicapped children. Going with the widely dispersed islands is the problem of communication and transportation. So, many of the handicapped have not availed themselves of the special education services or the special education services have not reached them - and aggravating the circumstance is the fact that we have a few special education schools and organized special education classes and almost the few that we have are in the center of population.

7. Absence of educational researches, surveys, and studies. This is may be due to several factors:

a. lack of qualified personnel to do this technical work
b. need for consultants
c. need for funds to conduct the researches, etc.

So far, the only action research which has been accomplished by the Special Education Section is an appraisal of the educational preparation and teaching experiences of teachers in special schools, important findings of which are as follows:

> Out of 145 teachers which were included in the survey approximately 75 percent are holders of Bachelor's Degree in Education; 17.93 percent holders of Master's Degree or other Bachelor's Degree corresponding to the teachers specialization; only 6.21 percent have not meet the degree requirements.

Ever since the founding of the School For The Deaf And Blind, English has been used as the medium of instruction. However, to meet the language requirement of the 1970 Revised Educational Program, which provides for the use of Pilipino as the medium of instruction in the divisions where it can be used, provided there are teachers who can teach it and there are materials needed, the curriculum has to be adjusted. The change from English to Pilipino will pose a problem to deaf children for the following reasons: a) The acquisition of a language is a difficult task among young normal children, more so for the deaf, b) The pupils in this school come from different regions using different local languages, c) At present, English predominates all other languages - in newspapers, magazines, books, speeches, advertisements, radios, movies, televisions, etc. and d) Pilipino as a language is highly phonetic while English is not. Hence, the transition from English speech patterns for the deaf to Pilipino will cause much confusion, failure, and frustration on the part of the young deaf children.

A BRIEF LOOK INTO THE FUTURE PROGRAMS TO SERVE HANDICAPPED CHILDREN AND YOUTH

A. Continuation of Training Programs

In the light of the Ashcroft's Survey Report on Education of the Blind and other Exceptional Children in the Republic of the Philippines (1961) and through persistent representation, the Bureau of Public Schools launched its teacher training programs seven years ago at the Philippine Normal College. It is hoped that the following on-going programs will be continued:

At the Philippine Normal College --

a) program for the blind
b) program for the deaf

At the University of the Philippines

a) program for the mentally gifted
b) program for the mentally retarded
c) program for children with behavior problems
d) administrators and supervisors course in Special Education.

Continuation and expansion of the above mentioned program to other areas of exceptionality will be made possible through a full implementation of two legislations in Special Education.

B. For a year-round In-service Training

Since the special education scholarship program is highly selective and therefore open to only a limited number of teacher, the General Office Special Education Supervisors join in as many regional work conferences as possible. Through these conferences, the philcsophy and objectives of special education are disseminated to school administrators and teachers of many divisions including those without special education programs. And to update the teaching competencies of special education teachers as well as administrators and supervisors, there is need for a continous in-service training for field school personnel. But the General Office force is undermanned to carry on such project. It is hoped that more items for special education supervisors will be given to the Special Education Section to augment the staff of the Section.

C. Curriculum Development

When funds are available, teachers curriculum committees are formed to write curriculum guides in teaching the gifted, the mentally retarded and those children with behavior problems. Guides for the special subjects for the deaf were already made such as: Speech for the Deaf (Preparatory

to Grade VI), Rhythm for the Deaf (Preparatory to Grade VI), Lipreading for the Deaf (Preparatory to Grade VI), Auditory Training for the Deaf (Preparatory to Grade VI), and Language and Reading for the Deaf (Preparatory to Grades I, II, and III and/or IV to VI). Brailled books and guides for the blind are being printed by the Printing House for the Blind. These guides however, need revision from year to year.

There is a need for consultants with specializations to help and guide teacher, administrators, and supervisors in curriculum development in special education.

D. Establishment and Improvement of Physical Facilities

Many school superintendents do not venture to open special classes or organize special schools in their divisions in view of lack of funds to construct special schools and provide classes with facilities required of ideal special schools and special classes. These facilities are air-conditioned rooms for training of the deaf children, hearing aids, projectors and other modern teaching aids for mentally gifted, mentally retarded, blind, crippled, etc. It is hoped that some charitable organizations will be kind enough to equip or furnish fully at least the special schools now at existence.

E. Expansion of the Special Education Program in the Philippines

Expansion of the Special Education Program will depend to a large extent on educational researchers surveys and studies. The lack for these has been explained in a previous page. It is the hope of the Special Education Section that with additional qualified personnel and the help of foreign consultants, the expansion of the Special Education Program in the Philippines will be ~~accomplished~~ assured.